

44

cop 3

UNIVERSITY OF ILLINOIS LIBRARY

THE ENGLISH LEAFLET

THE NEW ENGLAND
ASSOCIATION OF TEACHERS OF ENGLISH

ORGANIZED FEBRUARY 28, 1901

WALTER S. HINCHMAN, PRESIDENT

A. B. DE MILLE, SEC'Y AND TREAS.

SAMUEL THURBER, ACTING-EDITOR

THE ENGLISH LEAFLET is published by the New England Association of Teachers of English, every month except July, August, and September. Subscription price, One Dollar. Secretary-Treasurer, A. B. De Mille, Milton, Mass.

VOL. XIX.

NOVEMBER, 1918

NUMBER 157

THE HIGH SCHOOL LIBRARY

THE EDITOR

Our Association is very glad to co-operate with those librarians in New England schools who have but recently organized the New England Association of School Librarians. The various articles in this issue of the *English Leaflet* have been written at the suggestion of Miss Anna L. Bates, Quincy (Mass.) High School, the Secretary of the new organization. English teachers are everywhere so vitally dependent upon the efficiency of librarians that they will cordially welcome any agency that brings them into closer touch with the more progressive library spirit. The recent development of the high school library has been more marked elsewhere than in New England. We have much to learn from New York and other states, and we trust that the splendid work of Miss Mary E. Hall, of the Girls' High School of Brooklyn, and other well-known leaders, will, through this newly formed Library Association, bring the needed stimulus and guidance which New England needs.

We are sending to every member of our Association a program of the first fall meeting of the newly formed "New England Association of School Librarians." We hope that English teachers will read this program and attend the meeting in large numbers.

THE HIGH SCHOOL LIBRARY

WALTER D. HOOD, PRINCIPAL, THE GILBERT SCHOOL,
WINSTED, CONN.

The day has gone by when a mere collection of books placed in a room in charge of some person can be called a library. In other words, books alone will not make a high-school library. Through the librarian the pupils must be brought into close touch with the books and must be made familiar with their use. This is done in the Gilbert School by means of definite classes of instruction in Library Methods and the use of books as tools. The librarian attempts to reach the pupils in all courses, both academic and non-academic, through the avenues of their special interests, and the teachers of all subjects make constant use of the resources of the library. No matter what course a pupil is pursuing he will find in the library certain shelves devoted to the books pertaining to his special work.

Not only are books listed for the pupils in the various courses but references to magazine articles and newspapers are constantly placed at their disposal so that the pupils use the library frequently and feel that it is as necessary to them in the preparation of their work as is the text book in a given subject. I believe the library in every high school can be made as useful to pupils as I feel that ours is.

There can be no question that the personality and enthusiasm of the librarian is the one vital factor. There was a time when our library, as a school feature, was dead; then came a real, live librarian, and with no great change in books or equipment except the natural year-by-year growth and expansion, our library has been transformed into the busiest, most useful, and most popular part of our entire school plant. It isn't a matter of large expenditure nor of great numbers of books; it is almost entirely a matter of the right librarian. I should like to see all high school teachers and principals go on record on the following proposition:

That there needs to be in every high school a library in charge of a trained librarian — a librarian who is not merely a teacher who has a free period or two each day, nor a worn out teacher who thinks that library work is easier than teaching, but a vigorous person who understands boys and girls and the various subjects of the curriculum and

who is both a teacher and a librarian. She should be as highly educated as any teacher and as well trained as any city librarian; she should have a teacher's hours, and her salary should be the same as that of any head of a department. It is essential that she should have the teacher's view point, in order that she may have a really co-operative spirit and that she may know and appreciate the purpose and value of the reference work and reading required by the various teachers.

Such an individual will vastly increase the usefulness of the library. She will make the work of every department of greater interest to the pupils and she will develop in pupils in all courses the library habit which will help them, not only in specific problems, but in the better use of their leisure time both during their school days and throughout their lives.

A LIBRARIAN'S VIEW OF THE HIGH SCHOOL LIBRARY

GEO. H. EVANS, LIBRARIAN, SOMERVILLE PUBLIC LIBRARY

The Public Library is primarily an educational institution, its function as a source of recreational reading, however desirable, being relatively unimportant. As an integral part of the educational establishment it therefore becomes a measure of efficiency to co-ordinate the library with the public school system. One phase of this co-ordination now receiving attention is the establishment of the High School Library under the supervision of a trained librarian.

The aim of the high school librarian's work is fourfold.

The first purpose is to teach pupils how to use books as tools. In order thus to use them the pupil must be taught how and where to find them, and how to segregate from the mass of material with certainty and despatch the particular information for which he is in search. To do this he must become acquainted with the broad field of reference books and the manner of their use; with the use of catalogues, bibliographies, indexes, and tables of contents, together with the clear distinctions which characterize them; and with periodical literature in its various specialized forms. Of particular interest is the growing number of practical books devoted to information concerning the conditions and requirements of a great variety of bread-winning occupations. At the age when the controlling choices of life are

being made these are helpful tools for both teacher and pupil.

The second aim is to lead a pupil to an appreciation of the best in books as a medium of culture. This we believe may be accomplished in some degree, not by prescribed work which so often antagonizes, but by bringing him into contact with an attractive collection of the best in literature, history and art, and allowing him to exercise his own voluntary choice, influenced as far as may be by tactful advice from the librarian whose privilege it is to be a friendly and sympathetic counselor. This method seems to offer hope of at least planting the seeds of a rational taste.

The third purpose, and a logical corollary of the preceding processes, is to reveal to the pupil the permanent availability of the public library in after years as a workshop, a continuation school, and a source of cultural material.

The fourth function of the school library, only indirectly affecting the pupil, is to place at the disposal of the teacher the abundant resources of the public library to supplement her own professional equipment and that of the High School establishment.

Co-ordination of the resources of the library with the educational program of the school, whether directed toward teacher or toward pupil, cannot be effectively accomplished within the walls of the library building. Both books and service must be carried to the school. With books and service must be united sound technical training, sympathetic insight, and plenty of good common sense in the person of the librarian.

THE ETHICAL VALUE OF THE SCHOOL LIBRARY

ALICE HOWARD SPAULDING, BROOKLINE HIGH SCHOOL

Several years ago the school in which I was teaching was visited by an educational commission from Japan. Among many questions, the investigator asked, "And what system of ethical instruction is used in your schools?" Instantly I saw one of the big flaws in our system, and my reply was given rather shamefacedly, "Why, I think this subject is rather incidental to others." A slight smile swept over the Oriental features as the comment was returned, "Ah, we in Japan have a graded course of ethics from the primary school through the college — and yet your country sends missionaries to mine."

Ethics as a theoretical subject is absolutely neglected in our American schools. To be sure, the course in history may allow a student to make certain inferences of an ethical nature, but it also as easily allows him to avoid doing so if he wishes. Athletics are immensely valuable in developing a certain standard of ethics as applied to sport and to the individual as part of a team. It is the English class, however, which furnishes the greatest opportunity for ethical instruction. Indeed, unless the teacher be wise as the serpent, there is danger that the ethical interest may swamp all the others.

A teacher errs, it seems to me, in making the ethical applications herself. Pupils hate to be preached at — just as you and I do, Gentle Reader; but they love to preach at others — also quite like you and me! So, when such books as “*A Tale of Two Cities*,” “*Silas Marner*,” “*The Merchant of Venice*,” “*American Ideals*,” are being read, if the pupils can be tactfully encouraged in their class discussions to bring out all the ethical points themselves and to make the application thereof, we may find the English work arousing a higher sense of honesty, responsibility, duty, and charity than exists at the present time.

In this and other connections, one of the most important agencies for the English teacher is the school library. In the mere treatment of the books and the matter of taking and returning them, are chances to develop honesty, responsibility, and unselfishness. But even more than this, the library may be used to develop book-lovers; and when this is accomplished in the broadest sense, then we have opened to the pupil the most unlimited and the most ennobling university in the world.

If the writer could arrange an ideal school library and manage it, something like the following would result. The room chosen would be of pleasant, restful proportions, and well-lighted. The furnishings would combine beauty and comfort, and there would always be flowers and growing plants so placed as to give the greatest degree of pleasure to the eye. The bookshelves, open of course, would be built to fit the books, ugly spaces being avoided. The books themselves, tastefully and attractively bound and clearly printed on a good quality of paper, would include the very best fiction, essays, poetry, and drama of ancient and modern times. The most acceptable of the late books on all subjects would be found in this library, and the best magazines. In charge of this retreat would be a person of charm,

of learning, and of catholic taste, whose aim would be to make reading a joy and the library a sanctuary. During school hours the pupils would be given unlimited freedom to visit the reading room, any pupil to be excluded who misused the privilege. At this time, of course, must be done the so-called drudgery, the research work for the science, history, and English classes. In the afternoon, however, it should be the business of the librarian to make the library a Mecca. I believe it should be kept open all the time, and there should be arranged frequently such interesting programs of readings in prose, poetry, and drama that the students will give up even the "movies" to attend. Tactful management and then skilful advertising should make this school library the center of the intellectual and the source of the moral life of the community.

SCHOOL LIBRARIES FOR NEW ENGLAND

MARTHA C. PRITCHARD, PRESIDENT OF THE NEW
ENGLAND ASSOCIATION OF SCHOOL LIBRARIANS

Have you heard of the new society which you must join? Of course you "belong to so many now" that you "really can't take on any more." But — the New England Association of School Libraries was born last May at Simmons College and is for all those interested in the development of school libraries in New England. There are less than a dozen school librarians in New England; there must be more and that soon. Every school in this section should be represented in the membership. The English teacher in many cases is the library custodian or supervisor, or at any rate the English department is very directly concerned with school library matters.

Do you want quick and efficient methods of using reference material strengthened into life-long habits in your pupils?

Do you want the opportunity to send them under your own supervision to form acquaintance with magazines and newspapers so that the waste of time spent on these publications so general at present may be discouraged?

Do you want to have right at hand the books you recommend so that the reaction to your suggestions may be as immediate as possible?

Do you want to see your constant earnest counsel for good reading take root and flower in the best soil available?

Then you will push with your influence and presence the efforts of this association toward School Libraries in New England. Our children should be having the benefits already enjoyed in many other states. Send your name and address to the secretary, Miss Anna L. Bates, Quincy High School, Quincy, Mass., and get in touch with the meetings and plans of interest and value to your school.

The first regular fall meeting will be held on Saturday, Nov. 16, in the Newton Technical High School Library, Newtonville, Mass., 10.30 A.M. to 3 P.M., with a luncheon in the library at 12.30. A copy of the program is enclosed with this leaflet. Every member of the Librarian Association should be present. Bring an interested friend and spread the news!

RECENT SCHOOL LIBRARY PUBLICATIONS

- Certain, C. C.* Standard library organization for accredited high schools of different sizes. A. L. A. Publishing Board, 78 E. Washington Street, Chicago. Price 10 cents.
- Public Libraries.* School library number. Library Bureau. 6 N. Michigan Avenue, Chicago. Price 25 cents.
- School Libraries.* Library Bureau. 43 Federal Street, Boston. Free.

SELECTED BIBLIOGRAPHY CONCERNING SCHOOL LIBRARIES

- RUTH MILLER, LIBRARIAN CLEVELAND NORMAL TRAINING SCHOOL
- Bardwell, D. L. Phases of work in the modern high school. Educational review, April, 1915. 49:367-78.
- Barette, E. E. Use of the library as an aid in schoolroom work. School and society, March 16, 1918. 7:309-12.
- Bostwick, A. E. School libraries and mental training. School review, June, 1915. 23:395-405.
- Breck, E. J. Efficient high school library. English journal, January, 1916. 5:10-19.
- Carter, E. S. High school library and its possibilities. Public libraries, January, 1917. 22:43-45.
- Certain, C. C. High school library. Educational Review, June, 1917. 54:76-82.
- Certain, C. C. Standard high school library organization for accredited secondary schools of different sizes. Educational administration and supervision, June, 1917. 3:317-338. (Report adopted by the National Educational Association at its annual meeting, July, 1918.)
- Dana, J. C. Why libraries in high schools? The Newarker, March 15, 1915. 4:75-76.
- Hall, M. E. Day in a modern high school library. Public Libraries, February, 1918. 23:51-59.

- Hall, M. E. Development of the modern high school library. *History Teachers' Magazine*, February, 1916. 7: 46-49.
- Hargreaves, R. T. Possibilities of the high school library. *National Educational Association. Proceedings*, 1915. p. 730-34.
- Howard, C. E. Organizing a new high school library. *American Library Association. Proceedings*, June, 1917.
- Johnson, R. I. School and the library. *English journal*, April, 1917. 6: 243-7.
- Johnston, C. H., and others. *Modern high school*. Published by Scribner, 1914.
- Library in the modern high school. (Views of leading educators.) *Wilson bulletin*, June, 1916.
- McKnight, E. B., and Dana, J. C. High school branch of the public library. (Modern American library economy series, V. 2.) Published by H. W. Wilson.
- Mendenhall, I. M. School library and the teacher. *Wilson bulletin*, June, 1917.
- Nunn, J. H. Planning and equipping a high school library. *Public libraries*, November, 1915. 20: 406-9.
- School library supplement to *Library Journal*, July, 1916.
- Ward, G. O. High school library. Pamphlet published by American Library Association, 1915.
- Warren, Irene. High school library: the department and its equipment. *American school board journal*, November, 1917, 55: 22-23, 51, 52; December, 1917, 55: 25-26, 77.
- Wilson, Martha. School library management. (Excellent guide for the equipment and administration of a school library.)
- For other references on school libraries, consult — Hall, M. E. What to read on high school libraries. *Wilson bulletin*, June, 1916, p. 113-117. (Classified bibliography.)
- Ward, G. O. List of references on the high school library. (In his *High School Library*, published, December, 1914, by American Library Association, 78 E. Washington St., Chicago.)

EDITORIAL NOTES

Our regular fall meeting will be held on Saturday, Dec. 14, in the lecture hall of the Boston Public Library. Subject: **English for Character.** A complete program will be enclosed with the next leaflet which will be mailed on Dec. 1. Save the day, and invite those English teachers of your school who do not belong to the Association to attend.

We hope that English teachers throughout Greater Boston will make a special effort to attend the first meeting of the New England Association of School Librarians to be held in Newtonville on Nov. 16. A program of this conference is enclosed.

The organization of this association marks an important advance in the development of better school libraries in this region. A few be-windowed cases in the head-master's office and a closet of sample text-books do not make a school library—any longer. One only has to read the articles in this leaflet to appreciate the possibilities of inspiration and aid to an English teacher of a library of the twentieth century sort. So many principals and teachers are interested in the school library problem that we are asking for paragraphs of experience which from time to time we shall publish in these notes and possibly combine in a later leaflet. Anyone who can give help or advice is urged to send a few lines to the editor. These are some of the more vital matters:

1. How is money obtained for new books and general running expenses in your school library?

2. How is the school-librarian obtained? How paid? What is her rating in the school faculty?

3. Who determines what books shall be added to the library? How are books arranged and how distributed?

4. What is the relation between the school library and the public library of the town or city?

5. What means are used to make the library "The center of the intellectual and the source of the moral life of the school community?"

6. What are some of the prejudices against the library in your school? How are they being overcome?

Commercial Letters

By JOHN B. OPDYCKE and CELIA A. DREW of the Julia Richman High School, New York. 395 pp. 8vo. \$1.50

These are not made-to-order letters, but actual business letters that have made a trip thru the mail.

E. E. GAYLORD, *Beverly (Mass.) High School*: "A sort of encyclopedeia of good taste in modern correspondence. I consider it invaluable for business correspondence and for type-writing classes."

A. R. DORMAN, *New Bedford (Mass.) High School*: "The best I have ever seen for pure business correspondence."

F. A. ASHLEY, *Everett (Mass.) High School*: "The letters are excellent, and the book is the best of its kind that I have ever examined."

HENRY HOLT AND COMPANY

19 West 44th Street
NEW YORK

6 Park Street
BOSTON

2451 Prairie Avenue
CHICAGO

Bolenius' Everyday English Composition

Something
To Say
and
How To
Say It

A book for the first two years of High School which deliberately teaches pupils how to get ideas. It develops their powers of observation, shows the possibilities in conversation, the value of discussion, the right and wrong ways of forming opinions, the right use of books, etc.

Through functional grammar, rather than the system of logical grammar, it constantly teaches correct usage both in the varied and interesting oral work and in the themes and letter writing.

The cultural and the utilitarian are blended in this book which is, in many ways, "a teacher in itself."

American Book Company

New York

Cincinnati

Chicago

Boston

Atlanta

NOW PUBLISHED

A Book of Short Stories

Selected and Edited with Notes

By BLANCHE COLTON WILLIAMS, Ph. D.

THE ideal short story collection for high school use.

In addition to the stories themselves, each one a masterpiece, the volume contains notes, a brief biography of each author, a bibliography in connection with each selection, and a general introduction which deals fully with the basic principles of the short story.

The Author is an Associate Professor of English at Hunter College, New York City, and also lectures on short story writing at Columbia University.

Write to

D. APPLETON & Co., 35 west 32 St., New York

This is an Appleton Book

War Addresses of Woodrow Wilson



With an Introduction and Notes by

A. R. LEONARD, *High School of Commerce, Columbus, Ohio*

THE words of our President relating to the Great War and our entry into it are here presented in their most convenient and most easily accessible form. The introduction comprises a biographical sketch of Woodrow Wilson, an account of his literary work, and a review of the causes of the war and the events before America's entrance into it. Some of the more important dates are listed at the close of the introduction.

The new edition includes two new addresses, the Baltimore address entitled "Our Utmost Sacrifice," delivered April 6, 1918, and the Mount Vernon address entitled "No Compromise," delivered July 4, 1918.

GINN and COMPANY

15 Ashburton Place,

Boston

